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ABSTRACT

A Rehabilitation and Special Education (RSE) program is described. This program is designed to provide education majors, undergraduate and graduate, with an experiential learning experience with handicapped individuals of every age, so they may be capable of providing habilitative services to the handicapped from infancy to adulthood. Emphasis is placed on fieldoriented personnel preparation. Undergraduate courses (freshman through senior levels) include laboratory experiences that require student client interaction commensurate with demonstrated knowledge and skill accrued through class lectures, discussion, role playing, and simulations. Studentclient interaction progresses from observer through semiindependent practitioner roles. In the senior year of training the student is required to assume full responsibility for directly providing habilitative experiences for a caseload or class of exceptional individuals who exhibit problems corresponding to the student's area of specialization. The RSE program is structured so a student may continue after graduation to a master's degree and a doctorate. Appended to this report are descriptions of RSE projects and a proposed evaluation model for an RSE program. (JD)

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EXPERIENTIAL PREPARATION OF HABILITATIVE PROFESSIONAL PERSONNEL VIA EXTRAMURAL SERVICE PROJECTS FOR THE HANDICAPPED

AUBURN UNIVERSITY
SCHOOL OF EDUCATION

DEPARTMENT OF VOCATIONAL AND ADULT EDUCATION
REHABILITATION AND SPECIAL EDUCATION PROGRAMS

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- Abstract -

Recent legislation has focused unprecedented attention on the handicapped. Extramural projects emanating from this legislation have permitted Auburn University's Rehabilitation and Special Education (RSE) programs an opportunity to provide its students extraordinary new experiential learning activities with handicapped individuals of every age. Both on and off campus RSE service projects have been integrated with didactic coursework and school-wide laboratory experience requirements. Handicapped preschool children, adolescents or adults may be observed, served directly, taught or programmed for by both undergraduate and graduate RSE students.

Beginning early in the student's program a two week in-field experience is required. Educational Foundations courses mandate similar in-field experiences. RSE students spend observation - assisting time in the school's Special Service Center. RSE projects in the Center include: (1) an early childhood Special Education class; (2) a diagnostic and evaluation project for severely handicapped children; (3) a diagnostic-tutorial project for youthful offenders; (4) a vocational evaluation lab; (5) psychometric assessment service; and (6) a deaf-blind outreach project. At a remote site RSE operates, under contract, the educational and vocational components of the Department of Youth Services' Diagnostic and Evaluation Unit.

In these and other appropriate community service or educational settings, students progress from observer-assistant to student-practitioner status. Upper level graduate students may become project leaders and assume

responsibilities for in-service training, program planning-evaluation, and in-field consultation.

The success of this integrated, experiential based professional preparation program relating to the handicapped of all ages is evidenced in the heavy demand for RSE graduates nationwide, award winning RSE student organizations, pending departmental status, and a growing demand by schools and related agencies for an even broader range of service projects.

Introduction

Chartered in 1856, Auburn University is one of the nation's land-grant universities. Auburn is dedicated to the service of Alabama and the nation through its threefold mission of instruction, research, and extension.

During Auburn's long history nine undergraduate schools and a graduate school have emerged to define and carry out the purposes of the institution. The entire academic program is fully accredited by the Southern Association of Colleges and Schools. Recent expansion saw the establishment of a branch campus in Montgomery (Auburn University at Montgomery) in 1967. Current total main campus enrollment is 17,977.

The School of Education is one of the nine schools on the main campus in Auburn. Eight academic departments and several instruction, research and extension support units comprise the school. The Department of Vocational and Adult Education (VED) includes ten curriculum areas and is the largest department within the school. The VED department currently serves 787 undergraduate and 194 graduate students.

The Rehabilitation and Special Education program (RSE) is the largest curriculum area in the department with an undergraduate enrollment of 405 and a graduate enrollment of 53 for a total enrollment of 458 students. A faculty of 12 institutionally supported professionals assisted by an additional staff of 29 are responsible for carrying out instruction, research and extension missions of the RSE programs.

Special Education undergraduate personnel preparation programs are offered in the areas of Behavior Disturbance, Early Childhood Education for the Handicapped, Mental Retardation and Speech and Language Pathology. Graduate programs leading to the Masters and Educational Specialist degrees and advanced teacher certification are offered in the areas of Learning

Disabilities and Mental Retardation. Rehabilitation Services is a non-certificate program featuring a human service undergraduate emphasis and a Master level emphasis in Vocational Evaluation, Adjustment Services, and Rehabilitation Facility Administration. A doctoral emphasis program is available in both Rehabilitation and Special Education. The doctoral emphasis features leadership and specialization training based on assessment and individual goals of each student.

Unique in organization and thrust, the RSE programs focus on preparing professionals to work effectively with the handicapped from infancy to adulthood. This thrust is facilitated by careful articulation of academic programs with several extramurally funded service and extension projects. Such articulation permits extensive and unprecedented opportunities for all RSE students to observe and directly interact with a wide range of handicapped individuals (infancy through adulthood) and the professionals who serve them. The purpose of this proposal is to demonstrate the nature, scope, and success of this interaction.

Nature and Scope

The purpose of the RSE programs is to prepare competent professionals who are capable of providing appropriate habilitative services to the nation's handicapped. The vehicle for achieving this purpose is a series of carefully sequenced classroom and laboratory experiences at undergraduate and graduate levels. Classroom (i.e., course) experiences, in and of themselves, are traditional in nature. The extent, sequence, nature and articulation of laboratory experiences with the students' academic program is what distinguishes the RSE programs from other programs in Alabama and the nation.

Undergraduate Program

At the undergraduate level, RSE students are involved in laboratory

experiences at an early stage in their preparation program. All undergraduate courses include a laboratory experience component. Undergraduate courses (Freshman through Senior levels) include laboratory experiences which require student-client interaction commensurate with demonstrated knowledge and skill accrued through class lectures, discussion, role playing and simulations. Student-client interaction progresses from observer through semi-independent practitioner roles.

The aforementioned progression is best illustrated by a brief review of the RSE curriculum. Three early and required learning experiences provide each student with an orientation to the fields of rehabilitation and special education. The first two experiences include two courses entitled Career Exploration and Planning (VED 101) and Orientation to Laboratory Experiences (VED 104). The third experience is the Pre-Teaching Field Experience Program. The first two courses carry one quarter hour credit each and require student observations in various community and school programs or in RSE administered on- and off-campus projects. The third experience (Pre-Teaching Field Experience Program) is a required non-credit program which provides an initial base-line laboratory experience for all students. The Pre-Teaching program requires each student to identify a rehabilitation or special education setting and interact with a professional from the student's field of specialization. The character of student-professional interaction includes observation and supportive assistance as determined by the professional practitioner. The purpose is to provide each student with early and direct exposure to professionals and handicapped individuals representative of their proposed career fields.

Laboratory experiences associated with upper level RSE undergraduate courses (i.e., Junior and Senior level courses) increasingly involve the progression of students from observational through practitioner roles.

Nature and characteristics courses require student use of a case-study approach to on-site behavior observation. In addition to providing opportunities for identification and interaction of exceptional learner characteristics, this approach illustrates that behavior observation requires more than "looking." This is important in that successful practitioners are efficient observers.

Laboratory experiences associated with methods and materials and assessment courses provide upper level undergraduate students with pre-planned and carefully supervised opportunities for short-term direct interaction with clients. Such experiences permit students to demonstrate competence in such areas as (1) identification of learner strengths and weaknesses, (2) selection and use of methods, techniques and resources appropriate to individual learner needs, and (3) evaluation of intervention strategies.

The undergraduate internship accomplished during the Senior year provides each student with an opportunity to function in a professional role on a semi-independent basis. Each student is required to assume full responsibility for directly providing appropriate habilitative experiences for a caseload or class of exceptional individuals who exhibit problems corresponding to the student's area of specialization. The duration (i.e., ten weeks) and nature of student responsibility and involvement is significantly greater than that provided in prior laboratory experiences. A 1971 survey of School of Education graduates revealed that laboratory experiences, particularly the internship, were perceived as the most meaningful educational experiences in the preparation program.

Masters Program

Laboratory experiences associated with all RSE Masters level courses are designed to increase the scope and number of skills in the student's practitioner repertoire. Coursework is designed to provide students with a buffet

of current issues/trends, current practitioner approaches and the research foundation for each, as well as approaches to the identification, development, implementation and validation of emerging approaches to habilitation. Associated laboratory experiences permit students to implement current and emerging approaches with exceptional individuals in closely supervised situations. The duration of experiences and degree of responsibility progress from short-term, shared-responsibility experiences (i.e., shared by student and instructor/supervisor) in advanced Nature and Characteristics, Research, Assessment and Methodology courses, to long-term, complete responsibility in graduate practicum courses. The end result of this articulation of didactic and laboratory experiences is a program graduate who is capable of assuming a Master Practitioner role immediately following graduation.

Doctoral Programs

The purpose of the RSE doctoral emphasis program is to prepare competent and contributing habilitation professionals who will be able to independently function in leadership roles in instruction, research, administrative or service-oriented employment situations. Coursework and associated laboratory experiences are consonant with this purpose. For example, an RSE Organization and Supervision course requires students to accomplish an on-site review needs assessment and analysis of volunteer community rehabilitation service facilities. Subsequently, the class prepares a report which identifies space, staffing, equipment and other resource needs and makes appropriate remedial recommendations. In other RSE seminar, issues/trends and research-oriented courses, students are required to write and submit research and/or position articles to nationally recognized journals. Of significance is the fact that 47% of these student-authored articles have been accepted for publication. In addition, students may be required to prepare and conduct professional

seminars and inservice training sessions, prepare and present papers at professional conferences, prepare and submit grant applications, and prepare for and teach selected undergraduate courses under the supervision of RSE faculty.

Student Organizations

RSE student organization activities provide an additional source of student initiated laboratory experiences. The RSE program is extremely fortunate to have two highly active and widely recognized student organizations: the Auburn University Chapter of Student Council for Exceptional Children (SCEC) and the Auburn Student Rehabilitation Association (ASRA). Evidence of campus, state, regional and national recognition earned by these student groups is reflected in the fact that an ASRA representative serves as the national student representative on the Board of the National Rehabilitation Association. In addition, the ASRA was awarded the 1977 outstanding professional division student organization on the campus by the Auburn University Student Government Association. The Auburn chapter of SCEC has been voted the outstanding student CEC chapter in Alabama in two of the last three years. During this past year, SCEC was recognized as an outstanding chapter in the region. Leadership through service represents the essence of student characteristics which has engendered the respect and recognition of others. A few of a multitude of service/experiential projects carried on by these groups include: tutorial services for mildly handicapped and disadvantaged youth through Project Uplift; provision of counselors at Camp ASCCA (an Easter Seal recreation complex for the handicapped); provision of volunteers for Special Olympics; companionship therapy for nursing home residents; student volunteers for the Crisis Center; and babysitting services for families with exceptional children.

RSE Grant Projects

Auburn University is located in East Alabama, an area which is best characterized as highly rural. Although rehabilitation and special education community and public school programs are available in our region of Alabama, there continues to be a dearth of variety and number of laboratory experience sites and service programs appropriate to the needs of both our students and exceptional individuals who reside in this region. As a result of the rural character of our geographic situation and Auburn's continuing commitment to improving the quality of the human experience in the State and nation, the RSE programs have been highly successful in securing and administering several local, State and Federally funded service projects. All of these projects have met two interrelated criteria:

1. Each project fills a gap in the service delivery system at a local, State, regional or national level;

2. Each project provides opportunities for students to be actively and purposefully involved in service delivery systems that include experiences which are highly germane to RSE areas of personnel preparation.

At the present time, the RSE programs administer eight State and Federally funded projects. These projects are identified in Figure 1 and described more fully in Appendix A of this proposal. All of these projects meet the two criteria specified above. In addition, the character and physical location of these projects offer greater student accessibility and facilitate coordination and control over the scope, intensity, duration, frequency and nature of RSE laboratory experience activities. Seven of the eight projects are either based and/or completely housed and conducted within 300 yards of all RSE and School of Education administrative and instructional areas located in Haley Center. Therefore, physical proximity alone facilitates coordination and control of laboratory-experience variables (i.e.,

scope, intensity, etc.).

Four of the eight projects permit student involvement which ranges from observation through internship and Masters level practicum (i.e., projects II, III, IV and VIII; see Figure 1). Two projects associated with multidisciplinary assessment activities permit upper level undergraduate student observation, masters level graduate student involvement as aides, and doctoral level students as assistants or direct participants (i.e., assessment team members). In addition, two projects (i.e., the Alabama Rehabilitation Facility In-Service Project and the Regional Rehabilitation Facility Training Program) develop leadership abilities of doctoral students in that these projects are manned and/or administered by Rehabilitation doctoral students.

Additional and significant features of RSE projects are that they include:

1. a wide pattern of service delivery systems and needed services which are provided by ...

2. highly competent professionals representing several different, but complementary, disciplines to ...

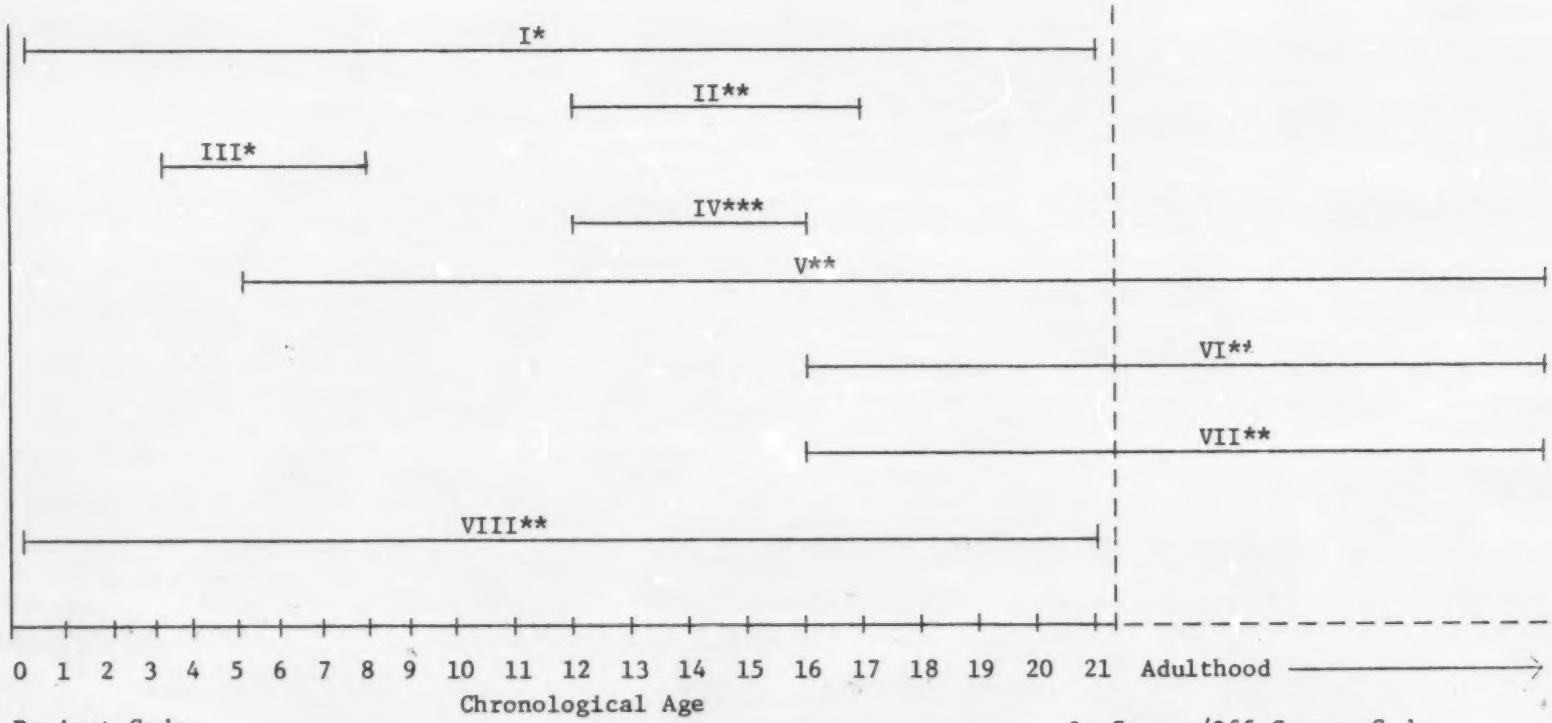
3. a wide range of exceptional individuals at all age levels (see Figure 1).

Program Evaluation and Evidence of Success

As mentioned in the Introduction section, the Rehabilitation and Special Education Programs are administratively separate program units of the Department of Vocational and Adult Education. Efforts are currently underway to join and elevate the two programs to departmental status (i.e., a Department of Habilitation Education) within the School of Education. These efforts have been supported and encouraged by the Department of Vocational and Adult Education, the School of Education administration and the University administration. These emerging events coupled with the rapid growth

FIGURE 1

On-Campus and Off-Campus RSE Project Services
by Chronological Ages of Service Recipients



Project Code:

I. Comprehensive Diagnostic, Evaluation and Educational Prescription Center
II. King's Acres Program for Delinquent Youth
III. Early Childhood Education for the Handicapped Laboratory Class
IV. Mt. Meigs Diagnostic and Evaluation Center for Youthful Offenders
V. Service Center Psychological Testing Program
VI. Alabama Rehabilitation Facility In-Service Project
VII. Regional Rehabilitation Facility Training Program
VIII. Deaf-Blind Outreach Project

On-Campus/Off-Campus Code:

* indicates on-campus programs
** indicates on-campus and off-campus programs
*** indicates off-campus programs

and development of the RSE programs has hampered the development and implementation of an inclusive program evaluation system. The marriage of the two programs and subsequent development of a Department of Habilitative Education will, in turn, require development and implementation of such an inclusive evaluation system. The reader is referred to Appendix B which describes a program evaluation system currently being developed and implemented in the Special Education Programs. The Rehabilitation program uses a similar evaluation system. It is expected that the evaluation system used to assess departmental program efforts will represent a blend of the two evaluation systems.

Program evaluation methods and practices of both programs is consistent with that found in other similar college/university training programs. That is, emphasis has been placed on Input and Process variables and less on Product variables. The following will serve to provide the reader with a brief review of these evaluation variables and resulting evidence in support of program success.

Input Evaluation

Input variables subjected to evaluation have included the degree to which personnel (students and faculty/staff and administrators) seeking admission to/employment in the programs meet established quantitative and qualitative standards as determined by administrator and faculty review and screening of student and faculty credentials. Results of evaluation in these areas indicates that all RSE faculty/staff exceed Auburn's standards associated with qualifications, contributions to the field and relevant experience. Students seeking admission to Auburn's programs have demonstrated ability on various national college entrance examinations which compares favorably with other similar university preparation program student populations. Further, Auburn

students have demonstrated entry level knowledge and skills which exceed those demonstrated by student populations seeking entry into most of the other university level personnel preparation programs in Alabama.

Process Evaluation

Process variables subjected to evaluation have been those variables associated with the degree to which personnel (students, faculty, staff, administrators) meet retention and advancement standards. These variables are examined through established procedures which include input from self-evaluation, peer review groups, student perceptions of performance, and administrator perceptions in the case of faculty and staff; self-evaluation, faculty/staff perceptions and immediate superiors in the case of administrator evaluation; and self-evaluation and instructor/supervisor/advisor perceptions of knowledge and skills in the case of student evaluation. In all instances, evaluation data suggest that all personnel and program resources meet standards established by Auburn University. Additional evidence to this effect may be found in third-party evaluation data. For example, all RSE teacher education programs have consistently met or exceeded personnel, curriculum and resource standards prescribed by various State and national teacher accreditation organizations (e.g., Alabama and Georgia State Departments of Education; NCATE).

Product Evaluation

Evaluation of Product variables in university level personnel preparation programs has focused on the degree to which program graduates succeed in an employment setting as determined by graduate self-evaluation, less frequently by employer perceptions of graduate performance. Graduate self-evaluation surveys have indicated that students experience no difficulty in securing and successfully holding positions in their areas of specialization. This is

further substantiated by the facts that: (1) with few exceptions RSE graduates receive more than one offer of employment prior to exiting from our program (many of which are leadership positions); (2) in-state and out-of-state employer requests for program graduates have consistently and significantly exceeded numbers of eligible students; and (3) many students are offered and secure employment in the setting in which they accomplish their internship/practicum experiences. Graduate self-evaluation surveys also consistently indicate that student perceptions are highly favorable, particularly where laboratory experiences are concerned.

Other (but not inclusive) indices of program success include: (1) continually increasing numbers of extramural requests for inservice education by public and private rehabilitation and special education service programs; (2) the frequency with which Federal, State and local governmental agencies request consultative services of RSE program personnel; (3) increasing graduate and undergraduate enrollment in RSE programs in the light of declining enrollments experienced by other curricular areas; and (4) consistent success in attracting and securing local, State and Federal service projects (e.g., current extramurally funded projects total in excess of $600,000).

Summary

The Rehabilitation and Special Education Programs of Auburn University are appreciative of our reputation as a "field-oriented" personnel preparation program. All of the experiential activities included in this proposal correlate favorably with such a "learning through service" approach to personnel preparation. It is an approach which we highly recommend to other programs. Through its use students are provided with unique opportunities to explore and share the life space, needs, fears, frustrations, joys, grief, aspirations and variability of exceptional individuals and their families, as

well as the wide array of professionals and lay advocates who strive to meet their needs. The net result is a mature, insightful, sensitive and highly skilled graduate; one who is better prepared to meet the challenges associated with the role of a human service professional.

APPENDIX A

RSE Project Descriptions

Comprehensive Diagnostic, Evaluation and Educational Prescription Center (CDEEP)

The CDEEP Center is funded by the Alabama State Department of Education through the Alabama Resource Center (ARC). This on-campus program is an interdisciplinary effort to provide appropriate assessment and educational planning services for handicapped individuals between the ages of 0 and 21 years of age who demonstrate sensory, physical, social, intellectual and/or emotional problems which interfere with social and/or academic success. Referrals are initiated by local education agencies through the Alabama Resource Center. Each handicapped individual receives an intensive two-day evaluation administered by professionals representative of the following disciplines: Medicine, Psychology, Speech Pathology, Audiology, Rehabilitation and one or more subspecialties in Special Education (e.g., Learning Disabilities, Behavior Disturbance). An interdisciplinary staffing is conducted on a third day and includes all professionals involved in the assessment as well as a representative of the local education agency and the parent whenever possible. The assessment report and specific educational recommendations are forwarded to the local education agency for their review and implementation. In addition, each client receives an annual re-evaluation to determine extent of progress.

The interdisciplinary team includes practicing professionals in the Auburn area, RSE faculty and staff and faculty from the Auburn University Speech and Hearing Clinic. Undergraduate RSE and Speech Pathology/Audiology students enrolled in introductory courses are provided opportunities to observe all assessment and staffing activities. Graduate students are more directly involved in carefully supervised assessment and educational prescription development activities that are consonant with their level of academic and experiential preparation.

King's Acres Program for Delinquent Youth

The King's Acres project is an on-campus extension of a community service program (King's Acres) funded by the Alabama Department of Youth Services. The main campus is located in the community and includes short term residential, diagnostic and evaluation and social and educational habilitation services for adjudicated youth in east Alabama. The Auburn University on-campus program is designed to provide educational and vocational assessment and short term educational/tutorial services to 12 to 15 youths (boys and girls) between the ages of 12 and 17 years of age. This on-campus phase of the program is manned by one doctoral level and one masters level RSE graduate students. These graduate students receive ongoing supervision by an RSE faculty member. This project provides RSE students with excellent opportunities to observe/interact with project staff and clients as part of required laboratory activities in assessment and methods and materials courses. All laboratory activities associated with this project are coordinated by RSE course instructors and the RSE faculty member responsible for project supervision.

Early Childhood Education for the Handicapped Laboratory Class (ECEH)

The ECEH on-campus laboratory class represents a consortium effort to provide direct educational services to 13 young moderately and severely handicapped children and their families. Members of this consortium include Auburn City Schools, Head Start and the RSE programs of Auburn University. Auburn City Schools, through Title VI funds, provides funds in support of a head teacher for this unit. The Auburn Head Start program provides transportation services for the children. Auburn University and the RSE programs provide on-campus facilities and maintenance funds, and the services of an RSE faculty member who functions in the role of a supervisor for the program. The ECEH is heavily used as a laboratory site for laboratory experiences required

in several RSE undergraduate and graduate courses. In addition, several other departments within the university (e.g., Psychology, Speech Pathology and Audiology, Elementary Education, Physical Education, Family and Child Development) extensively use this program as a laboratory site for the purpose of exposing their students to the problems experienced by handicapped children and their families. On the average, approximately 200 RSE and 200 students representing various non-RSE curricula observe/interact with children in this program during the course of an academic quarter.

Mt. Meigs Diagnostic and Evaluation Center for Youthful Offenders

This project is an off-campus program administered by the RSE programs and funded by the Alabama Department of Youth Services. The purpose of the project is to provide educational and vocational assessment, prescriptive recommendations and short-term educational services to adjudicated youth incarcerated at the Mt. Meigs residential facility located approximately 35 miles from Auburn. The Diagnostic and Evaluation Center is directly supervised and administered by Department of Youth Services personnel assisted by several RSE program Extension Associate staff who are either graduates of the RSE programs or are students currently enrolled in RSE Masters and Doctoral level graduate programs. Beginning Spring Quarter of 1978, this program will be expanded to include an RSE internship/practicum component. This latter will be a jointly (Department of Youth Services and RSE) coordinated component. Expansion of this type will provide for additional supervised laboratory experiences for students enrolled in RSE preparation programs. It should be noted that the aforementioned King's Acres and Mt. Meigs projects allow RSE students with observational and direct interaction experiences with problems of this population which is unequalled by any other preparation program in the State of Alabama.

Service Center Psychological Testing Program

Federal and State laws mandating provision of free and appropriate public school educational opportunities for all handicapped children and youth have created a significant gap between psychological testing needs of local education agencies (LEA's) and available personnel to meet these needs. The RSE Service Center Psychological Testing Program was developed and implemented to bridge this gap. The program involves the provision of psychological testing services to children and youth awaiting enrollment or enrolled in LEA educational programs. A team approach is used as a vehicle for providing these services. The team is composed of an RSE faculty member and a small number of RSE post masters graduate students who have been trained as psychometrists. These students are supervised by the RSE faculty member. Students gain valuable experience in administering, interpreting and reporting results of testing. Recipients of these services include a wide variety of handicapped students (e.g., deaf, mentally retarded, behaviorally disturbed, blind, etc.). RSE students typically are designated as members of this service team for one quarter. The program has provided services to over 2,000 handicapped students and rehabilitation clients during the past two and one-half years.

Alabama Rehabilitation Facility In-Service Project

This project is funded by the Alabama Division of Vocational Rehabilitation and is staffed by five doctoral students in Rehabilitation Services Education. The project conducts statewide in-service training for Rehabilitation Facility Personnel, develops program evaluation systems for rehabilitation facilities, provides on-site continuous consultation to selected facilities and conducts simulated accreditation surveys for facilities seeking accreditation. The changing accreditation survey team

is made up of Rehabilitation graduate students who, following graduation, qualify as survey consultants with the Commission on Accreditation of Rehabilitation Facilities.

Regional Rehabilitation Facility Training Program

This program is partially staffed with RSE doctoral students and provides in-service training and consultation to Rehabilitation Facility personnel in the eight state (i.e., HEW Region IV) Southeastern Region.

Deaf-Blind Outreach Project

The purpose of the Deaf-Blind Outreach Project is to provide direct educational services, parent training/counseling and community liaison services to deaf-blind children and youth and their families in an eight county region surrounding Auburn. The project is staffed by an outreach (homebound) teacher and one to two RSE graduate students. Other RSE students benefit from this project through direct, on-site observation of the activities of the Outreach Teacher and her assistants and observation of project video-tapes of assessment and educational procedures. Student observations of project activities are associated with laboratory experience requirements of assessment and methodology courses at the undergraduate and graduate level. Since there are only two university affiliated multihandicapped outreach projects in Alabama, the experience accrued by RSE students as a result of this experience is both unique and invaluable.

APPENDIX B

Proposed RSE Program Evaluation Model

- SEPES -

Evaluation

Special Education Program Evaluation System (SEPES):

The purpose of SEPES is to systematize: (a) the identification of program needs within the context of the training program and its goals and objectives, (b) the collection and use of information regarding resources, constraints, projected strategies, and projected outcomes, (c) the monitoring of the continuous process of training, research, and service activities related to program objectives, and (d) the documentation of: (1) program products in terms of the quantity and quality of program graduates, (2) the perceptions of program graduates, their supervisors, and clients regarding program effectiveness and recommendations for program modifications, and (3) the products and achievements of program faculty members, all of which have implications for the achievement of the overall goal of improved educational services for handicapped children.

Within SEPES evaluation is considered a continuous, cyclical activity in which data are collected and information is used systematically. Feedback is channelled to appropriate decision-makers and interested parties have genuine input and a share in decision-making activities. Evaluation activities are both formative and summative in nature: Formative evaluation is concerned primarily with evaluating the on-going processes within the program and summative evaluation deals mainly with end-goals and the products of the program and its components.

The design of SEPES provides a proposed strategy for the accomplishment of these criteria. In this section, the following topics will be presented: (a) the general evaluation model and (b) the taxonomy of information needs and sources.

General Evaluation Model: The proposed model is similar to the CIPP model proposed by Dan Stafflebeam and used effectively in the Division of Special Education of The Pennsylvania State University in that program evaluation is related to: (a) the context in which the program is located, (b) the input which must obtained in terms of needed information, resources, constraints, and previous program progress data, (c) the process by which program goals and objectives are attained, and (d) the extent to which program products are reflected in the goals and objectives of the program.

The proposed model is also consonant with the Discrepancy Evaluation Model (DEM) advocated by the Evaluation Research Center at the University of Virginia. That is, evaluation is seen as the comparison of what is, a performance, to what is intended to be, a criterion or standard. The difference which may exist between the performance and standard is the discrepancy which, if it is negative, must be resolved. Although criteria are often hard to come by, many can be rationally chosen and data can be gathered to help in determining other criteria later on. In

either case, within SEPES, the selection of evaluative components is based on the form and nature of the individual goal or objective to be evaluated. Figure __ shows the factors which are considered prior to the development of an evaluative instrument for given objectives. On the basis of factors like the taxonomic level of the goal or objective, the type of competency involved, and the student activity, evaluation variables such as these are determined: (a) level (scale) of measurement, (b) type of mastery, (c) period of evaluation, (d) type of decision (judgment), (e) type of data, and (f) method of evaluation (assessment). Thus, goals and broad objectives involving technological performances in simulated situations might be considered to require relative mastery, intermittent or final summative evaluation, and an objective decision by the evaluator. Measurement on an interval scale, the ability to use derived scores, and some form of norm-referenced instrument would probably be desirable for such goals and objectives. In contrast, minibbjectives involving knowledge-based competencies obtained from lectures or readings might be considered to require absolute mastery, continuous or intermittent formative evaluation, and potentially (if it involves the art of teaching) a subjective decision from the evaluator. In this case, a nominal or ordinal scale might be selected, trails to criterion could be the type of data used, and a form of criterion-referenced test might be the evaluation method employed.

Auburn University

Coding System:

		Code Number
X.0.0.0.0. = Domain/Goal X.X.0.0.0. = Broad Skill/Instructional Objective X.X.X.0.0. = Enabling Skill/Short Term Objective X.X.X.X.0. = Specific Skill/Specific Objective X.X.X.X.X. = Miniskill/Miniobjective	Taxonomic level/ Numbering System	
KA = Knowledge - Art KS = Knowledge - Science PA = Performance - Art PS = Performance - Science	Type of Competency	1
NS = Nominal Scale OS = Ordinal Scale IS = Interval Scale RS = Ratio Scale	Level (Scale) of Measurement	2
AM = Absolute Mastery RM = Relative Mastery	Type of Mastery	3
CFE = Continuous Formative Evaluation IFE = Intermittent Formative Evaluation ISE = Intermittent Summative Evaluation FSE = Final Summative Evaluation	Period of Evaluation	4
OD = Objective Decision SD = Subjective Decision	Type of Decision (Judgment)	5
# = Number % = Percentage BR = Behavior Rate (Frequency) D = Duration	Type of Data	6

RL = Response Latency
I = Intensity
DSAE = Derived Score/Age Equivalent
DSGE = Derived Score/Grade Equivalent
DSPR = Derived Score/Percentile Rank
DSSS = Derived Score/Standard Score

Type of Data (cont'd.) 6

SI = Structured Interview
IPCD = Inspection of Previously Collected Data
SD = Screening Device
R = Referral (request for Services)
NRT = Norm-referenced Test
CRT = Criterion-referenced Test
SO = Systematic Observation

Method of Assessment/Evaluation 7

ALR = Attend Lectures/Readings
S = Simulations
AP = Authentic Performances

Student Activity 8

Courses 9

Two factors govern such decisions: (a) the need to use evaluative components which provide the best estimates of competence on given goals and objectives and (b) the recognition that not all worthwhile goals and objectives lend themselves to measurements by the most valid evaluative components (e.g., ratio scales, objective decisions, etc.) The rule of thumb in making such decisions is to make moderate judgments which retain as much of the ideal in measurement as possible, but which recognize the need to be realistic when considering the importance of individual goals and objectives, the need for accuracy in measurement, and the concern for efficiency in terms of cost, time, and manpower. Figure __ is a description of the SEPES model.

1. Context

The Auburn University Special Education Program operates within the context of the School of Education. Thus, it, by its activities, contributes to the mission of the school and the mission of the university, and must be responsive to these superordinate missions. Also, the Program must be responsive to national, state, and local needs. The national needs are translated into priorities by funding agents and then passed on to the University, School, and Program. Similarly, state needs are expressed, and in some cases, programs are mandated to meet state needs (e.g., Alabama Exceptional Child Education Act - 106).

Most often, local needs are expressed by school districts through direct communication and in response to needs assessment surveys conducted by the faculty at Auburn University.

Future planning documents and program review reports provide needed data for context evaluation. Special interest groups such as the Council for Exceptional Children, Alabama Learning Resource Centers, and various associations for handicapped children provide data for the determination of needs in the context evaluation. Other important aspects of the context evaluation are the monitoring of Affirmative Action Guidelines and other documents that have impact on the Program. A final critical aspect of context evaluation is the collection and use of information relating to other training agencies in Alabama that provide similar training programs.

2. Input

National needs expressed by the federal government are passed to us and provide input to the structure and activities of the Program. Funding agencies often have a very strong input and provide very direct mandates for the training program or for certain research activities. Thus, the funding agencies shape the activities and its products.

The faculty, of course, has a vary large input into the Program. They do so in at least three ways. First, the Program

recruits faculty to do certain jobs. It is assumed that the faculty then do those jobs and perhaps improve their job descriptions as they become integrated into the Program. Second, faculty bring with them into the program skills and attributes which may shape the Program in unpredictable ways. Consequently, the Program may be strengthened and modified by the unique capabilities of one or two faculty members who were recruited for other purposes. Third, as faculty develop professionally, their attitudes and ideas have new and very definite impact on the structure of the Program.

Students also provide direct input into the Program. Students may be recruited to fill various categories, but they bring with them experiences and ideas which serve to modify the Program. Students have several competencies and they come to the program with a desire to gain other competencies, most of which are practicable, but some of which are not practicable within the present program. Student attitude and interests are important components of the input evaluation. Professional peers make sometimes less obvious, but equally valid input into the Program by their review of proposals or their informal consultaion with Program staff.

Two advisory committees which contribute ideas and opinions from people affected by the Program provide addition input into the Program. By establishing a committee of university colleagues

A. Student entry characteristics

Sources: application information; admissions committee reports; student aspirations statements; students' letter of recommendation; student attitude indices; student program plan

B. Faculty entry characteristics

Sources: faculty vitae; faculty aspirations statements; faculty attitude indices; promotion and tenure committee reports

C. USOE specifications

Sources: USOE guidelines; BEH guidelines; requests for proposals guidelines

D. Consumer input

Sources: advisory committees; clients served in the Diagnosis and Evaluation Clinic; clients served by graduates of the program (parents and children); state and local education employers

E. Information relating to other training resources in Alabama

Sources: other institutions of higher learning in Alabama that offer similar training; residential institutions in Alabama that offer training programs to professional staff; special education programs in Alabama that offer training programs to professional staff

F. Information from program graduates relating to training needs

Sources: program graduates

G. Information from supervisors of program graduates relating to training needs

Sources: supervisors of program graduates

H. Information from peers

Sources: proposal reviews; informal consultation

(e.g., staff and faculty from other programs, students, etc.) and community consumers (e.g., parents of handicapped children, representatives of state and local educational agencies who employ our graduates, etc.), needed external advice to promote desirable change within the program will be obtained.

3. Process

The process of the Program is that which goes on in the program activities carried out on a daily or quarterly basis. Although it is included, all of the activities that transpire between students and faculty are not restricted to the attending or teaching of classes. Thus, committee meetings, research investigations, evaluation activities, service to the community, and so on, are regraded as activities.

Student program monitoring and student attitudes are important evaluation indices. Equally important are faculty activities and attitudes along several dimensions of instruction, research, and service. In addition, other process indices which deserve mention are: student-faculty interaction, course evaluation, practicum and internship evaluation, and test monitoring.

4. Product

The products of the Program are manifold and often difficult to assess. One of the most noticeable products is trained personnel. Trained personnel can, of course, be enumerated in terms of the number of paraprofessional, in-service, graduate, or certified students of various categories trained within a given period

of time. That is the typical manner in which "evaluations" of training programs are made. The more difficult and more interesting task is the evaluation of the quality of personnel. The crucial task in the evaluation plan is to assist in the improvement of the program in such a way that the quality of the people trained os of the highest possible. Also, the evaluation plan should provide information to assist the graduate program in producing high quality personnel in the areas of greatest need, both regionally and nationally. Important indices of the quality of personnel are: professional contributions made to the field professional servcies servcies provided to consumers, subsequent formal education, evaluations made by supervisors and consumers, and the outcomes of activities of trained personnel in the training of others on both a formal and informal basis.

Another extremely important area of product evaluation is faculty productivity on dimensions other than the training of resident students. Faculty productivity indices are in the areas of: research, scholarly contributions to the academic field, influence on students through advising, service to the state and nation, servcie to the profession (consulting, professional association activity, etc.), service to the Special Education Program, the School of Education, and Auburn University, and the consideration for and attainment of special honors and public recognition.

Taxonomy of Information Needs and Sources for SEPES:

I. Context Evaluation

A. National needs in special education

Sources: USOE guidelines; USOE, NIE, MIMH, etc. requests for proposals; Council for Exceptional Children; professional literature

B. State needs in special education

Sources: Alabama State Department of Education publications; Alabama State Department of Education certification guidelines; Alabama Association for Retarded Children; Alabama Learning Resource Center; state plan for education; state teacher associations

C. Local needs in special education

Sources: special education programs; parent-teacher associations; residential programs; parents of exceptional children

D. University context

Sources: university mission statement; university plan; faculty tenure and promotion criteria; affirmative action guidelines

E. School of Education context

Sources: school of education mission statement; program review statements

F. Special education interest group recommendations

Sources: group publications; papers presented at meetings; faculty interactions with interest groups

G. Program context

Sources: program meetings; committee reports

II. Input Evaluation

IV. Product Evaluation

A. Trained personnel - number and type

Sources: Trained Personnel Information System (TPIS); program records

B. Trained personnel activities in areas of:

1. type of position held - length of service

2. professional contributions to the field

3. professional services provided to consumers

4. activities in training others

5. subsequent formal education

Sources: TPIS

C. Trained personnel attitude toward training program

1. strengths of program preparation

2. recommendations for change in the training program

Sources: TPIS

D. Evaluation of trained personnel by others

1. supervisor evaluation and recommendations

2. consumer evaluation

Sources: Supervisor Information System (SIS); Site Visit Information System (SVIS)

E. Faculty productivity in areas of:

1. instruction

a. resident
b. continuing education
c. independent study
d. practicum and clinic supervision
e. innovative approaches

2. research

   a. proposal preparation
   b. funded research
   c. nonfunded research
   d. cooperative research with colleagues
   e. involvement of students in research

3. contributions to academic field

   a. authorship of texts, monographs, articles, etc.
   b. construction of assessment instruments

4. influence on students through advising

   a. students in special education
   b. students in other programs
   c. work with student organizations

5. service to the State of Alabama

   a. continuing education
   b. participation in state meetings and conferences
   c. speech making and writing of popular articles

6. service to the profession

   a. membership in professional organizations
   b. offices in professional organizations
   c. presentations at professional meetings
   d. special committees and commissions
   e. consultantships

7. service to program, department, school, and university

   a. committee membership
   b. administrative responsibilities

8. special honors and recognition

   a. consideration for prizes and/or fellowships
   b. public citations which generate credit to the university

Sources: FPIS

b. participation in state meetings and conferences
c. speech making and writing od popular articles

6. service to the profession

a. membership in professional organizations
b. offices in professional organizations
c. presentations at professional meetings
d. special committees and commissions
e. consultantships

7. service to program, department, school, and university

a. committee memberships
b. administrative responsibilities

8. special honors and recognition

a. consideration for prizes and/or fellowships
b. public citations which generate credit to the university

Sources: Faculty Program Information System (FPIS)

E. Faculty attitude

Sources: FAI

F. General process indices of:

1. course evaluations

practicum internship evaluations

Sources: Student Process Inventory (SPI); Faculty Process Inventory (FPI)

G. Cost monitoring

1. program support

2. OE support

3. university support

4. other support

Sources: Cost Information System (CIS)

AUBURN UNIVERSITY

AUBURN ALABAMA

36830

SCHOOL OF EDUCATION

Office of the Dean

Telephone 826-4446
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November 23, 1977

Dr. Edward C. Pomeroy
Executive Director
American Association of Colleges for
Teacher Education
One Dupont Circle
Washington, D. C. 20036

Dear Dr. Pomeroy:

It is indeed a pleasure for me to submit to you and to AACTE the Auburn University School of Education entry for an AACTE Distinguished Achievement Award.

The program for experiential preparation of "Habilitative Professional Personnel" as described in the accompanying documents is truly an outstanding program at Auburn University. Auburn has a long and distinguished record of service and research in areas of rehabilitation and special education. The Habilitative program is an outgrowth of a desire to integrate components of special education, rehabilitation education, and special needs education into a desirable model for the preparation of personnel. The achievement of the program is evidenced by the fact that it has come to be the largest single program area in our School with a total of 405 undergraduate students in a School of 2,439 undergraduate students and nine departments. The graduate enrollment numbers 53. In addition to the number of students enrolled, the faculty of the Habilitative Professional Personnel program have gained recognition at the state, regional, and national levels. This fall the Student Government Association of Auburn University presented the outstanding club achievement award to the Auburn Student Rehabilitation Association.

The program described in the accompanying documents represents an interdisciplinary and interprofessional program area model. The model upon which the program is based includes components of some of the most respected educational practices. For example, the model provides opportunities for competency-performance based instruction; peer tutoring; extensive in-field experiences; opportunities for students to relate to persons from early childhood to adulthood; student involvement in program development; and the allotment of financial and human resources to accomplish the goal of a special program.

A LAND-GRANT UNIVERSITY

We appreciate this opportunity to enter competition for the DAA Award. If you or your colleagues need further information, please do not hesitate to let me know.

Cordially yours,

Jack E. Blackburn
Dean

JEB/mp

enclosures